# LOCKDOWN / INTRUDER PROCEDURES AND DRILLS

A lockdown may be ordered for actual or perceived threats such as an intruder from either inside or outside the school. Lockdowns may also be initiated for events other than imminent danger posed by an intruder. In these situations, the lockdown may be modified so that classroom instruction can continue, but the hallways and access points may be restricted. In a situation such as this that requires a lower level lockdown, you will receive specific instructions. Absent of these instructions, Parkway School District personnel will implement the following lockdown procedures.

## Before Drill Date

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<tr>
<th>1. Review Lockdown Procedures with Faculty &amp; Students</th>
<th>The key to the successful internal practice drill is ensuring that staff and students are aware of the drills, goals, and objectives, as well as individual roles and responsibilities for all involved.</th>
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<tr>
<td>2. Announce Drill Date</td>
<td>Notify all faculty/staff (including subs), as well as the office of the Director of Safety and Security.</td>
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<td>3. Optional Letter to Parents</td>
<td>While parents understand that a certain level of emergency preparedness by the school is necessary, it is still essential to communicate the importance of having them and their child take emergency preparedness seriously. See Appendix G for a sample letter to notify parents of the upcoming drill.</td>
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## Day of Drill

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<th>4. Notify 911 Dispatchers</th>
<th>Also, notify them at the conclusion of the drill.</th>
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<tr>
<td>5. Assemble Crisis Team or Designated Faculty Evaluators</td>
<td>The crisis team or designated faculty members should be assigned sections of the building to evaluate. This will speed up the drill, taking minimal time from classroom instruction.</td>
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<tr>
<td>6. Initiate Lockdown</td>
<td>For lockdown procedures, see Appendix A.</td>
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<tr>
<td>7. Crisis Team Evaluates Each Room</td>
<td>They should be instructed to knock on doors, listen for talking, look in windows for visible students, check for computer monitors left on.</td>
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<tr>
<td>8. When Complete, Release Students</td>
<td>Only release students when proper procedure is used. Only teachers need to know the proper procedure for release from lockdown.</td>
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<tr>
<td>9. Crisis Team Meets to Evaluate and Debrief</td>
<td>See Appendix B for a Lockdown Drill Checklist.</td>
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STUDENT MOVEMENT:
LOCKDOWN DRILLS VS. EVACUATION DRILLS

The movement of students during a school emergency has become a highly complex decision process for today’s school administrator. The traditional rule of a simple evacuation has become complicated by new style of threat facing schools throughout the country. During the last decade schools have been faced with a wave of new ideas in the area of student welfare and safety.

One such initiative is the introduction of what has been called the Lockdown Procedure. This process is an extension of the shelter-in-place format that schools have been using for decades. Although the decision to evacuate or lockdown must be done on a case-by-case basis, there are three basic issues that will assist school officials in making this critical decision.

Before ordering student movement, consider the following:

<table>
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<th>Location of the Threat</th>
<th>The most important aspect of a quick assessment is to discover the location of the potential threat. This assessment will assist in producing the logistical approach to the actual event or situation that is occurring.</th>
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<tr>
<td>Threat Mobility</td>
<td>The important aspect of the threat mobility will play an essential role in deciding whether to move students or to keep them in place. School administrators must ask themselves: Can the threat move to various parts of our campus?</td>
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<tr>
<td>Threat Containment</td>
<td>The issue of a contained threat will allow school administrators the ability to plan for student movement away from the contained area.</td>
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It is important to remember that a full-scale evacuation or lockdown based on the location and containment of the incident may not be necessary. The key issue is not just immediate safety, but what is the best decision for the long term. Administrators should consider the following when deciding to remove students.

Evacuation:
*Can students safely exit the building without moving toward the threat?*

In one recent school evacuation, two students used the fire drill evacuation procedure to parade fellow classmates directly into the threat zone. School officials will need to quickly assess whether or not student evacuation can be accomplished safely.

Lockdown:
*Can students remain safely in their current location without the threat moving toward them?*

School administrators have a duty to protect and ensure that students are not remaining in a threatening situation when their safe removal is possible.

<table>
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<tr>
<th>Reasons NOT to Evacuate</th>
<th>A hazardous material release in the area, inclement weather, hazards in primary and backup evacuation areas, hazards along evacuation route.</th>
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<tr>
<td>Reasons to DELAY Evacuation</td>
<td>Severe injuries in the classroom, students/staff with mobility impairments, blocked evacuation routes, special education classes requiring assistance.</td>
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<tr>
<td>Reasons to Lockdown</td>
<td>Any unusual odor or sound, visible smoke or rapid cloud, fire (outside the building), skin or eye irritation, any breathing difficulty, gunfire, safety hazard reported by police.</td>
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PREPARING STAFF AND STUDENTS FOR EMERGENCY DRILLS

Staff

- Provide staff members with written instructions on drilling procedures.
- Discuss the importance of emergency drills during staff meetings.
- Allow staff feedback on drill procedures.
- Assess the staff’s response to emergency drills.
- Include emergency drill procedures in information packet for substitutes and new staff members. Be sure to include special education information as appropriate (e.g., mobility/behavior concerns).
- Involve the school’s support staff in all emergency practice drills: librarians, office staff, custodians, bus drivers, frequent volunteers, etc.

Students

- Encourage staff to review the importance of emergency drills with students, as well as their role during drills.
- Provide students with specific instructions on each drill and include the objective of the drill.
- Allow student feedback concerning emergency drills.
- Provide emergency drill information to all new students.
- Include special provisions during drills for special needs students.

Emergency Drill Awareness Chart
LOCKDOWN DRILL OVERVIEW

1. Report to Prior Assigned Location

   Everyone reports to the assigned classroom or lockdown location as quickly as possible.

2. Hang “Lockdown” Sign on Outside Door

   This notifies visitors to the building not to enter and why they will not find business as usual at the building.

3. Initiate Lockdown

   See Appendix A for specific procedures.

4. Close, Lock and Cover Windows and Doors

   Teachers should quickly check the hallway to locate any students in the hallway before locking the door. Window blinds or drapes should be closed.

5. Do Not Open Doors or Windows

   Once a door is locked, the door should not be opened for knocks or other reasons. The door or window should only be opened by the pre-arranged “all clear” signal. Note: If the door is opened by law enforcement personnel, students should keep their hands visible as they enter the room. Everyone in the room should stay away from doors and windows.

6. Take Roll/Accountability

7. Wait for Further Instructions

   Only listen to the intercom system if codes or procedures instruct you to do so. Do not answer a ringing phone, respond to in-room intercom calls or turn on any televisions. These actions could be initiated by intruders familiar with the building, or give indication of potential target locations. No one is to leave the room to use the bathroom or any other reason.

8. Evacuate Only if Instructed To Do So

9. When Complete, Release Students

   Only release lockdown when appropriate procedures are used. Only teachers/staff need to know what the proper procedure is for release from lockdown.

10. When Safe, Check Building

   When the building is safe, check food preparation areas, locker rooms, bathrooms, auditoriums and other locations that may not have received the all clear notification.
LOCKDOWN DRILL PROCEDURES

The following building alert notification will be announced to the total building:

LOCKDOWN, LOCKDOWN, LOCKDOWN.
TEACHERS, SECURE YOUR CLASSROOMS.

LOCKDOWN, LOCKDOWN, LOCKDOWN.
TEACHERS, SECURE YOUR CLASSROOMS.

Total school staff should immediately:

1. Use a calm voice and inform students and staff in your area that we are in a lockdown.
2. Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
3. Lock the door to your classroom/office. If you are in a large open area such as the commons or library, take the students with you and go immediately to a contained room that can be locked.
4. Lower or close any blinds.
5. If door has a window/glass, the lights and computer monitors should be turned off.
6. Move everyone to an area of the room that is not visible from the door. Place students so any potential intruders cannot see them if looking in the door. Look for a safe corner.
7. Students and staff should remain very quiet and still.
8. Check attendance and designate students as present, absent or not accounted for (example: student had a pass to another teacher’s classroom, library or computer lab.).
9. If fire alarms go off after the lockdown has been announced, do NOT evacuate rooms unless you are instructed to do so on the intercom.
10. Physical Education teachers in the gym take their classes into the locker room, lock all doors and find a safe area.
11. Students in the lunchroom should move to the auditorium, locker room or other predetermined secure location where lockdown will occur by teachers/administrators.
12. If students and teachers are outside the building, they should stop, drop and remain still. Physical Education classes should have radios and remain in contact with the building.
13. Anyone in bathrooms should move to a stall, lock it and stand on the toilet.
14. Anyone in the hallway should move to the closest classroom immediately.
15. Nurses/Cafeteria Workers/Support Staff should stay in the area they are in, secure the doors and turn out the lights.
16. Students and staff members in the library should get down and remain still. The librarian should lock the door, turn out the lights and keep students quiet.

All staff members should locate and hold on to their roll books prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary. Stay in your safe areas until directed by a law enforcement officer, SRO or a Crisis Team member to move or evacuate. They will then open the door. Teachers should never open doors during a lockdown, even in the event of a fire alarm. If directed to evacuate, law enforcement officers, SROs or Crisis Team members will have keys to open the door. See Appendix C, “All Clear” Procedure.

If an evacuation occurs, all personnel will be directed by a law enforcement officer, SRO or Crisis Team member to a safe location. Once evacuated from the building, teachers should take roll to account for all students present in class. Administrators will divide and key in communication with their radios.
INTRUDER PROCEDURE

Intruder Scenario:
An unannounced intruder, or someone perceived to be dangerous has been observed entering the school building. The intruder may be perceived to be dangerous because of one or more of the following factors:

• Is unknown to teachers, administrators, or staff.
• Does not produce identification when asked or ignores authority figures. Intruder may appear distracted, angry or nervous.
• May be carrying a large bag that could be concealed weapons.
• May be wearing heavy clothing, such as an overcoat or large jacket that could be concealing a weapon.
• May run past without identifying him/herself.
• Is displaying a weapon.

Intruder Procedure:
If an administrator is not in close proximity, the staff member should withdraw from the situation to a room where there is an accessible phone, call the school switchboard operator or in smaller schools the main office secretary and calmly:

• State your name and tell them an intruder(s) has/have entered the building.
• State your exact location, specifying the area of the building.
• State where you saw the intruder last and which entrance has been compromised (if known.)
• Give a description of the intruder(s) specifying clothing, bags, back packs, etc.
• Give the operator/main office secretary your phone number at your current location.
  o Take students in area with you.
  o Close and lock door.
  o Turn off the light if door has a window.
  o Move away from the door to an area not visible through the door.
  o Stay put until you hear an “All Clear” over the intercom, phone call or until someone of authority arrives, identifies him/herself and informs you that it is all clear and safe for you to unlock the door.

• Switchboard operator/main office secretary or administrator should do the following upon receiving a call or an alert or personally observing situation concerning an intruder:
  o Immediately obtain the “Portable Radio” if available and announce “LOCKDOWN, LOCKDOWN, LOCKDOWN,” to all administrators and SRO. Quickly state all of the information that has been received concerning the intruder(s). If portable radio is not available then administrator and SRO should be contacted by phone or pager.
  o Switchboard operator/main office secretary should then immediately lock the door, turn off the light if windows exist in door or office, and stay near the phone, but out of sight.
  o Utilize the phone and call 9-911, security 5-8200 and activate the NEXTEL, contacting security and the SRO.
o Administrators/SRO will cautiously advance toward the building area that has been reported. Administrators should not directly approach the intruder(s). Upon sighting the intruder(s) the administrator/SRO should call out to the intruder(s) and demand that they halt and produce identification.

o If intruder(s) is identified and area is considered safe, the administrator should use portable radio or telephone to inform the switchboard operator/main office secretary that the building is safe. The administrator should then instruct the operator/main office secretary that he/she is to call the initial person who reported the intruder and assure them of the safe situation.

o If immediate danger is perceived, the administrator should use the portable radio or telephone and instruct the switchboard operator/main office secretary to announce the building intruder alert notification.

The following building intruder alert should be announced to the total building:

**LOCKDOWN, LOCKDOWN, LOCKDOWN.**
**TEACHERS, SECURE YOUR CLASSROOMS.**

**LOCKDOWN, LOCKDOWN, LOCKDOWN.**
**TEACHERS, SECURE YOUR CLASSROOMS.**

School staff should immediately follow the lockdown procedures outlined in Appendix A.
“ALL CLEAR” PROCEDURE

When the building is secured and safe an administrator should identify himself/herself over the intercom and announce the building is “All Clear”.

1. Teachers/Staff should not turn on the room light or unlock the door until the “All Clear” announcement is made or until someone comes to the door, identifies themselves as an administrator, school security personnel or police officer by name and states that the building is safe and secure.
2. The administrator, security personnel or police officer will identify himself/herself by stating his/her name and his/her position with the school or the police.
3. After the building is secure and the alert is ended, an administrator should use the intercom to explain the situation and assure students and staff that the danger no longer exists, and that all students and staff are safe.
4. Teachers/Staff should be prepared to facilitate discussion concerning the incident. Students should be allowed to ask questions and every effort should be made to resolve issues of fear and uncertainty.
5. Administrators should meet and determine how to quickly communicate with the parents and the community.

Teachers have two essential jobs in the aftermath of disasters: First, to make plans for the practical aspects of how the disaster will be handled in their own classroom and second, to understand and cope with student reactions.

The first of these responsibilities should be shared with other building personnel, but each teacher will have to structure the response within his/her own classroom.

The second responsibility, coping with student reactions, again will be shared, this time with the parents and individuals such as the Director of Pupil Personnel, school counselor, or an outside mental health professional. The ongoing need to deal with student reactions during the school day, however, will fall on individual teachers. Determining appropriate steps to be taken immediately upon experiencing a disaster and deciding what to do in the days and weeks that follow is crucial.

APPENDICES D – F ARE STAFF HANDOUTS FOR LOCKDOWN/INTRUDER PROCEDURES. THESE PAGES MAY BE COPIED FRONT/BACK AND USED IN STAFF TRAINING.

THE ATTENDANCE SHEET (APPENDIX E) MAY BE REPRODUCED AND SHOULD BE AVAILABLE IN ALL ROOMS OF THE BUILDING AT ALL TIMES.
# LOCKDOWN PLANNING AND DRILL EVALUATION CHECKLIST

<table>
<thead>
<tr>
<th>Good</th>
<th>Need to Improve—How?</th>
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<tbody>
<tr>
<td>1. Parents were informed about the drill.</td>
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<td>2. Scenario reviewed with staff prior to event.</td>
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<td>3. Students/staff went inside, closed the doors and closed and locked all windows.</td>
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<tr>
<td>4. Hang signs on entrance doors and office to indicate “lockdown/shelter-in-place.”</td>
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<td>5. Roll call of students and staff.</td>
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<td>6. Staff prepared to place wet towels across the bottom of doors to outside (To minimize smoke/gas exposure. Simulate during drill.)</td>
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<tr>
<td>7. Staff prepared to tape up any vents that can’t be closed. (Simulate during drill.)</td>
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<tr>
<td>8. Staff prepared to tape around window/s if air is leaking in. (Simulate during drill.)</td>
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<td>9. Turn off air conditioning and exhaust fans if present. (Simulate during drill.)</td>
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<td>10. Close drapes and curtains.</td>
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<td>11. Turn off pilot lights, but electricity should remain on. (Simulate in drill.)</td>
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<tr>
<td>12. Designate room for people who come to school during drill.</td>
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<tr>
<td>13. Post signs indicating location of visitor’s room.</td>
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<tr>
<td>14. Staff prepared for alternate restroom facilities in each room.</td>
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<tr>
<td>15. Staff prepared for alternate source of water (rooms without sinks).</td>
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<tr>
<td>16. Are there provisions for students needing medication during shelter-in-place?</td>
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<tr>
<td>17. Call 9-911 and the school district to tell them you are in lockdown/shelter-in-place.</td>
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<tr>
<td>18. No one goes out during this time.</td>
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<tr>
<td>19. Do you have a method of communicating with the office during the drill?</td>
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Attached a separate sheet to this checklist for your suggestions and candid comments. All adults and observers at school site should complete this form. Please return this form within five days to the principal, who will submit a consolidated drill evaluation report to the office of the Director of Safety and Security.

Name: ____________________________ Date: __________ Site: __________________________
ATTENDANCE RECORD
(Use this form or any other pre-existing attendance form at your location.)

Teacher Name____________________________ Room Number ______

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<thead>
<tr>
<th>PRESENT</th>
<th>ABSENT</th>
<th>NOT ACCOUNTED FOR</th>
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Parkway School District (7/31/07) 10
QUESTIONS TO BE DISCUSSED

What is role of the nearest adult?

What are the roles and responsibilities of the administrators?

Where does each staff member report, and what are their responsibilities at each location?

Who is responsible for communicating with the police and with central office?

What is the role of the SRO?

What if the SRO is not in the building?

What are the plans for emergency evacuation of various parts of the building (commons, third floor, new wing, etc.)?
Where would we evacuate students if they were in the commons, cafeteria or library?
How do we get students out of the line of fire, out of the room and not just under tables?

What are the plans for evacuating children with disabilities or staff who need assistance?

What is the role of other support staff (counselors, nurses, secretaries, custodians, etc.)?

Who is the acting principal when the principal is out of the building?

What teachers can be counted on to be active and accountable members of the crisis team?

How will we deal with faculty/staff who have difficulty handling the situation?

Every role and responsibility that is assigned should have a back up person in case the major person is absent or incapacitated! Who are your back up people?
All teachers, secretaries, and additional staff should have written evacuation and crisis plan in their work areas. Substitutes should always be provided a copy with their lesson plans. Does each employee have a plan?

Brainstorming and role-playing sessions should take place with administrators, counselors, teachers, nurses and secretaries using the scenarios and questions specified in this manual. District Crisis Manuals should be available and should be used during this training.

USE THESE KEY WORDS IN EXPLAINING THE PROCESS. EXAMPLES ARE:

**IDENTIFICATION** of a potential intruder or a problem!
**ASSESS** the situation!
**CONTACT** authorities!
**RETREAT** to a safe area!
**LOCK DOWN** rooms!
**WAIT** for “All Safe” command!
**TALK** and listen to the students and to other adults!

**ADDITIONAL SCENARIOS**

Following are some of the examples of other incidences that should be discussed. Building action plans should be developed.

- A drive by shooting occurs on the parking lot in the front of the school during dismissal when all of the buses, parents, and students are present. There are injuries and possible fatalities.

- A violent act (stabbing or shooting) occurs in the commons during the lunch period with hundreds of students at risk. There are injuries, possible fatalities and mass chaos.

- A student pulls a gun out of his backpack in a closed classroom in front of 25 other students and a teacher. The room is in an isolated area of the new wing or on the third floor.
SAMPLE LOCKDOWN LETTER TO PARENTS

<INSERT DATE>

Dear Parents and Guardians,

The safety of all students and staff at <YOUR SCHOOL’S NAME> is of great importance. To that end, we continue to evaluate our emergency preparedness plans to ensure appropriate procedures are in place so students and staff know how to respond to various situations that may occur.

Fire drills are a long-standing expectation of everyone at <YOUR SCHOOL’S NAME>, and we practice them regularly during the school year. We work hard to ensure students treat each drill as though it was the real thing and we are very proud of their performance during these drills. Parents and other visitors are also expected to evacuate the building when the fire alarm sounds.

This year, all Parkway schools must also have procedures in place when a situation presents itself requiring students to be in a secure location within the school. This is commonly referred to as a “lockdown” procedure. This procedure might be used in a variety of circumstances such as a medical situation where hallways need to be kept clear, a fire in the immediate neighborhood, or an unknown person in the school. It is important to practice these kinds of drills so that if there were ever a need to go into the lockdown mode, it would happen quickly and efficiently to ensure everything possible is being done to keep our students safe.

We will conduct a lockdown drill with all students and staff on <INSERT DATE> at <INSERT TIME>. Prior to this, teachers and staff will share the lockdown procedures with students so everyone understands the process. If you have any questions or concerns, please let me know.

Sincerely,

<PRINCIPAL NAME>
<SCHOOL NAME>